



Malibu Elementary School

Fernhill Drive • Malibu, CA 90265-3616 • (310) 457-9370 • Grades

Chris Hertz, Principal

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2018-19 School Accountability Report Card Published During the 2019-20 School Year

Santa Monica-Malibu Unified School District

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District Governing Board

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Craig Foster

Maria Leon-Vazquez

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**Asst. Superintendent, Business &
Fiscal Services**

Isaac Burgess

Malibu Pathway Director

District Vision

As a community of learners, the Santa Monica-Malibu Unified School District works together in a nurturing environment to help students be visionary, versatile thinkers; resourceful, life-long learners; effective, multilingual communicators and global citizens. We are a rich, culturally diverse community that values the contributions of all its members and strives to promote social justice. We exist to assist all students in their pursuit of academic achievement, strength of character, and personal growth, and to support them in their exploration of the intellectual, artistic, technological, physical and social expression.

Malibu Elementary Vision

Our school inspires a community of life-long learners to be global citizens and environmental stewards in an inclusive, rigorous, and innovative educational setting.

Welcome!

Welcome to the Malibu Elementary. Malibu Elementary is a K-5 public school in Malibu California. We are located near the beautiful Point Dume Bluffs on the northwest corner of the Santa Monica Bay. Here you will find the best air quality and beaches in Los Angeles County. We are part of the Santa Monica-Malibu Unified School District. We were founded in July of 2019 by merging former Juan Cabrillo Elementary and Point Dume Marine Science School. We have brought the best traditions and practices of both schools together including programs that build a sense of belonging, programs help students become more analytical, and thematic instruction that focuses on Marine Stewardship. Our mascot is the Sea Lion and our colors are blue and green.

Malibu Elementary is a school where each child is known, valued, challenged, and successful. We are a welcoming, safe, and inclusive community. Malibu Elementary is dedicated to the philosophy that families play an integral role in each child's achievement. Parents and other family members are encouraged to volunteer at school or at one of the many activities organized by our parent organization. Our dedicated and talented teachers and support staff are experienced and enthusiastic about helping children grow and achieve success. We thank our families for entrusting their children's education to us! Together with our families we will help our students feel and be successful!

Our website was designed to support students, staff, and parents. Please use this website to access staff email, voicemail numbers, and "HomeConnect" (Coming soon.). HomeConnect allows students to track progress on various "Accelerated Reader" goals. Parents are encouraged to use HomeConnect to monitor progress and motivate their child. Don't forget to read the latest newsletter for important and current information about Malibu Elementary. Enjoy exploring the website and thanks for staying connected to Malibu Elementary.

Together in education,
Christopher Hertz, Principal

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	34
Grade 1	29
Grade 2	32
Grade 3	24
Grade 4	35
Grade 5	44
Total Enrollment	198

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	3
American Indian or Alaska Native	1.5
Asian	2
Filipino	2
Hispanic or Latino	20.2
White	64.6
Two or More Races	6.1
Socioeconomically Disadvantaged	16.7
English Learners	19.2
Students with Disabilities	16.7
Homeless	0.5

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials for Malibu Elementary	17-18	18-19	19-20
With Full Credential			15
Without Full Credential			0
Teaching Outside Subject Area of Competence			0

Teacher Credentials for Santa Monica-Malibu	17-18	18-19	19-20
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at Malibu Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners			0
Total Teacher Misassignments*			0
Vacant Teacher Positions			0

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

All students at Malibu Elementary have access to state-approved and district-adopted textbooks and instructional materials in all core academic areas. The district follows the state guidelines and cycles for textbook adoptions with new science materials purchased and implemented in the 2007 school year. The district is currently in the process of refreshing science texts. All students, including English learners, have their own copy of textbooks, except in the case where “Big Books” are used for the entire classroom at the early primary level. Textbooks and instructional materials are recommended for school board approval through a comprehensive process by a districtwide committee of teachers and administrators. Members of the public are invited to review recommended materials and make comments prior to board approval. This section provides information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school’s use of any supplemental curriculum or nonadopted textbooks or instructional materials.

Textbooks and Instructional Materials

Year and month in which data were collected: January 2020

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Benchmark Advance Reading, adopted 6/2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	My Math, McGraw Hill, 2013, adopted 3/5/2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Science, Harcourt 2007, adopted 4/19/2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Reflections, California Series; Harcourt 2006, adopted 6/1/2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

Malibu Elementary is an exceptionally clean and attractive campus in excellent condition, overall, with beautifully decorated and well-maintained classrooms. The school opened in September 2020. The campus features impressive, professionally created murals, depicting the local Marine environment. We are located on more than 10 acres of land, with a large, grassy playground for grades 1-5 and a separate playground for the kindergarten children. Classrooms at Malibu are clean, comfortable, and are maintained on a daily basis by two full-time custodians on morning and afternoon shift and one part-time evening custodian. There is ample classroom space for students. In addition, our campus has state-of-the-art SMART Board technology, teacher laptop and document projectors in every classroom.

The campus features a library, multipurpose room, conference rooms, psychologist’s office, vocal/instrumental music rooms, art studio, Marine Science Lab with 5 aquariums and one touch tank, before- and after-school Boys & Girls Club, computer lab, Specialized Academic Instruction (SAI) and Life Skills classrooms, nurse’s office, community liaison office, PTA office, teacher workroom, staff lounge, outdoor and indoor cafeteria eating areas, track and field, two playground areas, outdoor reading/gathering areas, PE office, and principal’s office. Our perimeter fencing provides security for the campus, and the outside gates are locked each morning following the final bell. Visitors are required to have their ID scanned at the office before entering the campus and must wear a visitor’s badge or district I.D. while on campus. The staff is trained to challenge anyone not wearing a badge.

With the approval of Measure GSH, our school has improved its fencing, evening parking lot lighting, security entry system, replaced play area sand with artificial turf, added new sod to the kindergarten yard, added six new classrooms to accommodate our growing enrollment, and replaced our after-hours intrusion and fire monitoring systems. During the summer of 2020 the kindergarten and 1st-5th grade play structures will be completely replaced.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 1/15/2020

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	BOYS REST ROOM: 2. EXHAUST FAN IS NOT WORKING.
Interior: Interior Surfaces	Poor	10/ OCEAN LAB: 4. CEILING TILE IS MISSING. 11: 4. CEILING TILE IS LOOSE. RUBBER MOLDING IS LOOSE. 7. ELECTRICAL COVER IS LOOSE.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		<p>13: 4. WOOD PANELING IS PEELING ON SINK CABINETS. 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>14: 4. CEILING TILES ARE LOOSE. CEILING TILE IS MISSING. 9. DRINKING FOUNTAIN HANDLE IS BROKEN.</p> <p>15: 4. CEILING TILE IS MISSING. 11. VARNISH IS PEELING ON CABINETS.</p> <p>16: 4. CEILING TILE IS MISSING. 9. FAUCET HAS A LOW FLOW, LEAKS AT HANDLE, AND THE HANDLE IS LOOSE. 11. IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>17: 4. CEILING TILE IS LOOSE. 7. EXTERIOR OUTLET COVER IS MISSING. 9. DRINKING FOUNTAIN HANDLE IS BROKEN.</p> <p>18: 4. CEILING TILE IS MISSING.</p> <p>21: 4. CEILING TILE HAS A HOLE. 9. DRINKING FOUNTAIN HAS A HIGH FLOW.</p> <p>24: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE HAS A HOLE.</p> <p>25: 4. CEILING TILES HAVE WATER STAINS. 7. MOTION SENSOR IS LOOSE FROM CEILING.</p> <p>26: 4. CEILING TILES HAVE WATER STAINS. 10. EVACUATION MAP IS NOT POSTED.</p> <p>4: 4. CEILING TILE IS LOOSE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT.</p> <p>5: 4. CEILING TILES ARE LOOSE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>9/ CCW: 4. CEILING TILES HAVE WATER STAINS.</p> <p>K2: 4. CEILING TILE IS LOOSE. 7. ELECTRICAL COVER IS MISSING IN CEILING (STORAGE)</p> <p>LIBRARY: 4. CEILING TILES ARE LOOSE. CEILING TILES ARE BROKEN. 10. EMERGENCY EXIT LIGHTS ARE NOT FUNCTIONING PROPERLY. 11. PAINT IS PEELING ON CEILING AND WALL.</p> <p>MPR: 4. CEILING TILES HAVE HOLES. 7. WIRE HANGING THROUGH CEILING. MULTIPLE LIGHT BULBS ARE OUT. 10. FIRE EXTINGUISHER IS MISSING (STAGE). 11. PAINT IS PEELING ON EXTERIOR WALL. 12. DRY ROT ON EXTERIOR STORAGE SIDING. SOLAR ELECTRICAL ROOM (19): 4. CEILING TILES HAVE WATER STAINS. 7. ACCESS TO ELECTRICAL PANELS IS BLOCKED. 10. FLAMMABLE MATERIALS ARE IMPROPERLY STORED.</p> <p>SPEECH: 4. CEILING TILES ARE MISSING. CEILING TILES ARE BROKEN. CEILING TILE HAS A HOLE.</p>
<p>Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation</p>	<p>Good</p>	<p>1: 6. ANTS PRESENT IN SINK BASIN. 11. IMPROPERLY STORED CLEANING SUPPLIES. PESTICIDES ARE PRESENT.</p>

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		<p>13: 4. WOOD PANELING IS PEELING ON SINK CABINETS. 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>4: 4. CEILING TILE IS LOOSE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT.</p> <p>5: 4. CEILING TILES ARE LOOSE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. IMPROPERLY STORED CLEANING SUPPLIES.</p>
<p>Electrical: Electrical</p>	<p>Fair</p>	<p>11: 4. CEILING TILE IS LOOSE. RUBBER MOLDING IS LOOSE. 7. ELECTRICAL COVER IS LOOSE.</p> <p>12: 7. ELECTRICAL CONDUIT IS LOOSE ON CEILING.</p> <p>17: 4. CEILING TILE IS LOOSE. 7. EXTERIOR OUTLET COVER IS MISSING. 9. DRINKING FOUNTAIN HANDLE IS BROKEN.</p> <p>25: 4. CEILING TILES HAVE WATER STAINS. 7. MOTION SENSOR IS LOOSE FROM CEILING.</p> <p>4: 4. CEILING TILE IS LOOSE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT.</p> <p>6: 7. ELECTRICAL COVER IS MISSING.</p> <p>K2: 4. CEILING TILE IS LOOSE. 7. ELECTRICAL COVER IS MISSING IN CEILING (STORAGE)</p> <p>LEARNING CENTER C (OLD ADMIN): 7. ELECTRICAL COVER IS MISSING. 13. HOLES RUSTED THROUGH COVERED WALKWAY.</p> <p>MPR: 4. CEILING TILES HAVE HOLES. 7. WIRE HANGING THROUGH CEILING. MULTIPLE LIGHT BULBS ARE OUT. 10. FIRE EXTINGUISHER IS MISSING (STAGE). 11. PAINT IS PEELING ON EXTERIOR WALL. 12. DRY ROT ON EXTERIOR STORAGE SIDING.</p> <p>OFFICE: 7. ONE LIGHT PANEL IS OUT. ETHERNET COVER IS LOOSE. 11. IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>PE STORAGE: 7. ACCESS TO ELECTRICAL PANEL IS BLOCKED. 15. DRY ROT AT BASE OF DOOR FRAME.</p> <p>SOLAR ELECTRICAL ROOM (19): 4. CEILING TILES HAVE WATER STAINS. 7. ACCESS TO ELECTRICAL PANELS IS BLOCKED. 10. FLAMMABLE MATERIALS ARE IMPROPERLY STORED.</p> <p>UNISEX REST ROOM: 7. ONE LIGHT PANEL IS OUT (HALLWAY).</p>
<p>Restrooms/Fountains: Restrooms, Sinks/ Fountains</p>	<p>Good</p>	<p>14: 4. CEILING TILES ARE LOOSE. CEILING TILE IS MISSING. 9. DRINKING FOUNTAIN HANDLE IS BROKEN.</p> <p>16: 4. CEILING TILE IS MISSING. 9. FAUCET HAS A LOW FLOW, LEAKS AT HANDLE, AND THE HANDLE IS LOOSE. 11. IMPROPERLY STORED CLEANING SUPPLIES.</p>

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		17: 4. CEILING TILE IS LOOSE. 7. EXTERIOR OUTLET COVER IS MISSING. 9. DRINKING FOUNTAIN HANDLE IS BROKEN. 21: 4. CEILING TILE HAS A HOLE. 9. DRINKING FOUNTAIN HAS A HIGH FLOW. BOYS REST ROOM: 8. TWO URINALS ARE OUT OF ORDER. BOYS REST ROOM: 9. ONE FAUCET HAS NO FLOW. GIRLS REST ROOM: 9. SINK IS LOOSE FROM WALL. 11. PAINT IS PEELING ON EXTERIOR WALL IN STAIRWELL.
Safety: Fire Safety, Hazardous Materials	Fair	1: 6. ANTS PRESENT IN SINK BASIN. 11. IMPROPERLY STORED CLEANING SUPPLIES. PESTICIDES ARE PRESENT. 15: 4. CEILING TILE IS MISSING. 11. VARNISH IS PEELING ON CABINETS. 16: 4. CEILING TILE IS MISSING. 9. FAUCET HAS A LOW FLOW, LEAKS AT HANDLE, AND THE HANDLE IS LOOSE. 11. IMPROPERLY STORED CLEANING SUPPLIES. 23: 10. EVACUATION MAP IS NOT POSTED. 26: 4. CEILING TILES HAVE WATER STAINS. 10. EVACUATION MAP IS NOT POSTED. 5: 4. CEILING TILES ARE LOOSE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. IMPROPERLY STORED CLEANING SUPPLIES. 6: 7. ELECTRICAL COVER IS MISSING. GIRLS REST ROOM: 9. SINK IS LOOSE FROM WALL. 11. PAINT IS PEELING ON EXTERIOR WALL IN STAIRWELL. LIBRARY: 4. CEILING TILES ARE LOOSE. CEILING TILES ARE BROKEN. 10. EMERGENCY EXIT LIGHTS ARE NOT FUNCTIONING PROPERLY. 11. PAINT IS PEELING ON CEILING AND WALL. MPR: 4. CEILING TILES HAVE HOLES. 7. WIRE HANGING THROUGH CEILING. MULTIPLE LIGHT BULBS ARE OUT. 10. FIRE EXTINGUISHER IS MISSING (STAGE). 11. PAINT IS PEELING ON EXTERIOR WALL. 12. DRY ROT ON EXTERIOR STORAGE SIDING. OFFICE: 7. ONE LIGHT PANEL IS OUT. ETHERNET COVER IS LOOSE. 11. IMPROPERLY STORED CLEANING SUPPLIES. SOLAR ELECTRICAL ROOM (19): 4. CEILING TILES HAVE WATER STAINS. 7. ACCESS TO ELECTRICAL PANELS IS BLOCKED. 10. FLAMMABLE MATERIALS ARE IMPROPERLY STORED.
Structural: Structural Damage, Roofs	Good	CUSTODIAL: 13. HOLE RUSTED THROUGH COVERED WALKWAY. LEARNING CENTER C (OLD ADMIN): 7. ELECTRICAL COVER IS MISSING. 13. HOLES RUSTED THROUGH COVERED WALKWAY.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		MPR: 4. CEILING TILES HAVE HOLES. 7. WIRE HANGING THROUGH CEILING. MULTIPLE LIGHT BULBS ARE OUT. 10. FIRE EXTINGUISHER IS MISSING (STAGE). 11. PAINT IS PEELING ON EXTERIOR WALL. 12. DRY ROT ON EXTERIOR STORAGE SIDING. PSYCH: 12. CRACKS IN STUCCO.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	PE STORAGE: 7. ACCESS TO ELECTRICAL PANEL IS BLOCKED. 15. DRY ROT AT BASE OF DOOR FRAME.
Overall Rating	Fair	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA						

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5			

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students				

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students				

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019-20)

PARENT INVOLVEMENT COMES IN MANY FORMATS

Home-School Communication.

GOAL: To maintain consistent two-way communication through the use of such tools as: School Website, weekly school and PTA online updates, monthly Principal's Newsletter, weekly teacher newsletters, email, Parent-teacher conferences, informal meetings and Open House.

Home-School as Supporters.

GOAL: Parents and Teachers give support to each other: through such activities as Student Study Team meetings, Individualized Education Plans (IEP), parent-teacher conferences, student contracts, PTA, Specialist program volunteers, Field trips and classroom volunteers, etc.

Home-School as Teachers and Learners.

GOAL: To provide parents the needed guidance and support on how to foster their child's formal learning. Activities and programs such as Family Math Night or Science Night, Parent Talk or Coffee with the Principal, Parent Education mornings/evenings, articles in the newsletters.

Student Study Team, Back-to-School Night, PTA presentations, Middle School transition programs and the development of a Parent Resource Library.

Home-School as Advisors, Decision Makers and Advocates.

GOAL: School Staff and parents have opportunities to work together to problem solve and make decisions in the best interests of children by involvement on such committees as School Site Council, District Advisory Committee, PTA and English Language Advisory Committee (ELAC).

It is the spirit of cooperation and mutual support that makes our school exceptional. We encourage and welcome parent involvement in all aspects of school life. We pride ourselves in our ability to provide a safe and supportive learning environment for our students. Malibu Elementary parents are encouraged to participate in the PTA, Site Council, and volunteer in the classrooms and on the playground. Parents may also work in the office, art studio, marine science lab, computer lab, or help maintain our beautiful campus and library. Malibu Elementary welcomes and encourages parent at all levels. A major contributing factor to the success of our school is the active involvement of our parent community. Parents support the school with time, money, and enthusiasm. This is truly a family school where everyone is welcome.

For more information on how to become involved at the school, please contact Lara Godbille, MES PTA President

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

SARC Information:

School Safety

Malibu Elementary opened in August of 2019. The principal Chris Hertz has extensive background with school safety and Safe School Plans. Our campus has full security fencing and is locked during school hours. All visitors including parents must pass through our single entrance and have their ID scanned. We use Raptor screening to ensure that no offenders ever enter our campus and to document who has entered, when they entered and left and where they went on campus. We have also replaced our intrusion monitoring system to prevent after-hours theft and vandalism. The principal and the elected School Site Council has been reviewing and adapting the Safe School Plan template provided to us by our school district. This plan includes procedures for every conceivable crisis or disaster including earthquake, fire, bad air quality, bomb threat, bus crash, and threat on or near campus. It also have procedures for staff on how to mobilize after a disaster or crisis to care of students and adults, and systematically reunite students with their families. (No student may be released to anyone not listed on the student's emergency card.) A public hearing of this plan was conducted on January 9, 2020 and was forwarded to the Board of Education on January 30, 2020 for further review. The plan has been given to both the local Sheriff and Fire Department. Members of law enforcement and fire were active in the development of the plan. The Safe School Plan will be posted on the school website by March 2020 as required by California Code. All tactical and personal information is redacted prior to posted so as not to inform criminals. An abstract of the plan will be part of the School Handbook by March 2020 and all subsequent years for parent and community review. Staff training is ongoing and in the future will occur at the beginning of the school year.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate			
Expulsions Rate			

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate			
Expulsions Rate			

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate			
Expulsions Rate			

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	18	1	1		15	2	1		14	3		
1	20	1			19	1			19	1		
2	9	2			20	1			19	1	1	
3	21	1	1		13	1	1		22		1	
4					23		1		25		1	
5	23		3		27	2			24		2	
Other**	9	1			6	2			5	1		

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	N/A	N/A	

All teachers and staff in SMMUSD participate in ongoing professional development through banked time, a total of 90 minutes of meeting and professional development time each week at each site. Malibu Elementary School's major focus area was determined by a review of summative and formative data collected from our founding schools, Cabrillo and Pt. Dume and from data collected at the beginning of the 2019-2020 school year. Our analysis of data and best practices from our founding school lead us to select six focal areas that can be summarized as "Writing Across the Curriculum in a highly Positive Environment." The six focus areas for professional development are the following:

1. Create Positive School Environment
2. Improve Thinking and Writing
3. Improve Math Achievement
4. Improve Early Foundational Literacy
5. Improve EL Math Achievement
6. Increase Student Engagement

Major Actions and Strategies Employed Are:

1. Create a Positive Discipline Plan, Create a Vision, Implement Responsive Classroom*, and Implement Olweus Bully Prevention Program
2. Implement Thinking Maps*
3. Implement Cognitively Guided Instruction (CGI)* and Use DreamBox Math*
4. Double dose ELA, use Lexia, and Use "Words Their Way"
5. Use key ELD Strategies*, CGI, and DreamBox
6. Implement Marine Science Deep Learning Plan* *Professional Development Required

To achieve our professional goals we have hired vendors to work with teachers while substitutes teach their students, we use our Friday Bank Time 90-minutes weekly to teach one another as some staff are already highly trained in most of the areas of focus. We also utilize district sponsored trainings that match our goals.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (ES)		
Average Principal Salary (MS)		
Average Principal Salary (HS)		
Superintendent Salary		

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries		
Administrative Salaries		

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$10,490	\$991	\$9,499	\$92,180
District	N/A	N/A	\$8,432	
State	N/A	N/A		

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	11.9	11.0
School Site/ State	28.6	14.6

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded

A combination of state and federal funding is used to cover all aspects of our instructional program.

Malibu Elementary has a special district-funded Marine Science teacher who works with K-5 students weekly. Through community fundraising we also have weekly arts instruction. We have twice-weekly instrumental music instruction in grades 3-5. Our library staffed everyday with a dedicated library technician. We offer a complete special education program including occupational therapist, speech pathologist, psychologist, and teachers skilled in academic technics (SAI and Life Skills).

SMMUSD uses Title II funds to support a Math and Secondary Support Coordinator to:

- work with teachers/administrators to support student learning around math content and practices for all students
- facilitate and review the guaranteed and viable curriculum that includes use of common formative assessments to gauge student achievement
- support ongoing intervention/enrichment opportunities to address student growth and needs

Title III funds are utilized to expand educational opportunities that increase language and academic proficiency of our English learners, and to expand parent engagement opportunities.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.